DOCUMENT RESUME

ED 273 798 CE 045 003

AUTHOR	Moore, E. Cortez
TITLE	Prevocational Education Planning, Implementing, Teaching and Evaluating.
INSTITUTION	South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE	86
NOTE	55p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Board of Education Policy; Career Choice; Classroom Techniques; Delivery Systems; Disabilities; Disadvantaged Youth; Educational Planning; *Educational Policy; Evaluation Criteria; Occupational Information; *Prevocational Education; *Program Development; *Program Implementation; School Guidance; Secondary Education; Special Education; State Boards of Education; State Programs; State Standards; *Teaching Methods; Vocational Aptitude; Vocational Evaluation
IDENTIFIERS	*South Carolina

ABSTRACT

Prevocational education is a group guidance program designed to develop students' self-awareness, to provide them with knowledge and experiences in a variety of different occupations, and to help them understand the function of education and the relationship of career opportunities during the career decision-making process. This guide provides an alternative for local education agencies' personnel in South Carolina involved in planning, implementing, teaching, and evaluating prevocational education programs or engaged in maintaining and improving existing programs. The guide is organized into eight sections that cover the following topics: South Carolina State Board policies for prevocational education programs, planning and implementing curriculum and instructional programs, teaching methods and techniques for prevocational education, teaching disadvantaged and handicapped students, identifying student abilities and occupation requirements, guidance services and procedures, and program standards and evaluation criteria. Appendixes to the guide provide definitions of terms and program objectives and describe the prevocational education delivery-return system, staff development, and factors influencing vocational choice. (KC)

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PREVOCATIONAL EDUCATION PLANNING, IMPLEMENTING, TEACHING AND EVALUATING

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1986

TABLE OF CONTENTS

INTRODUCTION 1

STATE BOARD POLICIES FOR PREVOCATIONAL EDUCATION PROGRAMS 2

- Self-Contained Prevocational Education Program
- Rotational Prevocational Education Program
- Advisory Committee Required
- Composition of Advisory Committee
- Recruitment

PLANNING CURRICULUM AND INSTRUCTIONAL PROGRAM 4

- Purpose
- Principal Objectives
- Description
- Identifying Potential Students
- Determining Student's Needs/Interests
- Advisory Committee Involvement
- Identifying Performance Objectives
- Program Cost Analysis

IMPLEMENTING CURRICULUM AND INSTRUCTIONAL PROGRAM 8

- Program Budget Preparation
- Identifying Class Size
- Physical Facilities Selection
- Performance Based Instructional Materials
- Technical Equipment
- Instructional Supplies
- Local Technical Equipment Delivery-Return System
- Promotional and Recruitment Program

TEACHING METHODS AND TECHNIQUES FOR PREVOCATIONAL EDUCATION 14

- Alternative Technique of Teaching
- Student Performance Assessment
- Student Performance Assessment Model
- Curriculum and Instructional Program Content
- Rotational Instructional Program
- Rotational Instructional Program Perspective
- Self-Contained Instructional Program
- Self-Contained Instructional Program Perspective
- Sequential Method of Instruction
- Descriptive Prevocational Education Program Model
- Correlated Curriculum and Instruction
- Correlated Curriculum and Instructional Model
- Performance Curriculum and Instructional Program

TABLE OF CONTENTS (Continued)

TEACHING THE DISADVANTAGED AND HANDICAPPED STUDENTS 31

Disadvantaged Students
Handicapped Students

STUDENT ABILITIES IDENTIFICATION AND OCCUPATION REQUIREMENTS 34

Student Abilities Identification Scale
Occupational Clusters Work Requirements
Occupational Clusters Abilities Requirements

GUIDANCE SERVICES AND PROCEDURES 38
Counselors Involvement
Guidance Services
Personal Inventory
Occupational Information
Vocational Counseling
Perspective of Guidance Services

PROGRAM STANDARDS AND EVALUATION CRITERIA 42

APPENDICES

Appendix A — Definition of Terms 44
Appendix B — Program Objectives 45
Appendix C — Prevocational Education Kit Delivery-Return System 46
Appendix D — Staff Development 47
Appendix E — Factors Influencing Vocational Choice 48

INTRODUCTION

Prevocational education is a group guidance program to develop self-awareness, to provide knowledge and experiences in a variety of different occupations, to understand the function of education and the relationship of career opportunities during the career decision-making process.

Therefore, prevocational education is an indispensable part of the educational development process necessary for an individual to become self-reliant, socially adjusted and economically efficient. Career selection/choice is a problem for most secondary school age students. Furthermore, most youths are not aware of the requirements for different occupations, nor are they aware of the future employment outlook and the social and psychological factors related to different occupational clusters.

Likewise, the labor market and the American society are constantly in a process of change. As a result, the ability to choose a relevant career, educational planning and future career alternatives are essential for secondary school age students. It is not enough to develop students' awareness of existing occupations only. Students must have knowledge and experiences for future career decision-making.

Prevocational education programs must be relevant to the students' needs for career decision-making. Program planners must keep in mind that prevocational education programs are not intended to develop skills as its PRIMARY objective, nor is it an introductory course for a particular occupational cluster, nor is it a recruitment program.

This publication provides an ALTERNATIVE for local education agencies personnel involved in planning, implementing, teaching and evaluating prevocational education programs or engaged in maintaining and improving existing programs.

Therefore, it does not, nor is it intended to, provide the final answer for program planning and development. However, it does provide fundamental principles, concepts and information essential for planning, implementing, teaching and evaluating programs.

STATE BOARD POLICIES FOR PREVOCATIONAL EDUCATION PROGRAMS

Schools are required to provide prevocational education as an elective for all students in grades 9 and/or 10. The two basic prevocational education program structures are:

1. **Self-Contained Prevocational Education Program** -- For prevocational education programs taught within the same classroom or shop, the program will consist of units of instruction in five occupational service areas; e.g., business education, trade and industrial, marketing and distributive education, agriculture, occupational home economics, health occupations, plus the "World of Work." The units of instruction are to be selected from the occupational service areas available to students in the school and/or area vocational center. If a school does not offer vocational education programs in five occupational service areas, a service area can be duplicated provided different instructional topics are offered. Schools with nine week reporting periods may offer four occupational service areas and include the "World of Work" in each area.

2. **Rotational Prevocational Education Program** -- For prevocational education taught by several instructors on a rotational basis (primarily in area vocational centers and comprehensive high schools), the program will consist of at least five occupational units of instruction in the vocational education service areas available at the area vocational center or comprehensive high school plus the "World of Work." Occupational service areas can be duplicated provided units in all available service areas are being taught and different instructional topics are offered.

   The purpose of prevocational education is to expose students in grades 9 and/or 10 to the available occupational service areas in the school/area vocational center in order to assist them in making meaningful choices of vocational programs for in-depth training at the 10th, 11th and 12th grade levels. Instructional materials are available from the Office of Vocational Education through the Prevocational Education Kit Delivery-Return System. This system is designed to provide technical equipment to be used with the Prevocational Education Student Learning Activity Guides and Instruction Manuals.

Advisory Committees Required

Each vocational service area and each course within the Trade and Industrial service area receiving any type of vocational financial assistance through a local educational agency, shall establish an advisory committee. The advisory committee shall meet no less than twice per year.

Composition of Advisory Committees

Advisory committees which serve specialized programs or service areas shall be composed of persons with special knowledge and experience to adequately advise the instructor(s) of that school/course area and administrator(s) of the school or area vocational center. The committees should be composed of persons outside the education profession chosen from the community or geographic area served.

Recruitment

Students shall be recruited by local educational agencies for vocational programs without regard to sex, except where admission has previously been limited to one sex, in which case positive action shall be taken to recruit individuals from the opposite sex.

PLANNING CURRICULUM AND INSTRUCTIONAL PROGRAM

Program planners must be aware of the fact that the types of students entering the program dictate the educational program offerings, including curriculum, instructional methods and materials, equipment and facilities needed to meet the educational objectives of the program, that is assuming that curriculum planners are concerned with making the program relevant to the population the program is designed to serve.

Program planners must concern themselves with the learning ability of the students, the social and economic needs, the maturity of the students and the specific educational requirements of different occupational clusters. For this, it is essential for program planners to have a valid perception of prevocational education.

Purpose

The purpose of prevocational education is to help students in the career decision-making process to choose an occupation for career preparation.

Principal Objectives

The principal objectives in prevocational education are to develop self-awareness; to foster knowledge concerning a variety of occupations; to understand the function of education and the relationship of career opportunities to students' abilities, interests, and aptitudes; and guidance to persons to make decisions about career choice(s).

Description

Prevocational education provides various learning activities and experiences organized in an instructional program to aid individuals in the career decision-making process. The program provides: (1) evidence of the person's abilities, interests and aptitudes, (2) occupational orientation and information, (3) occupational exploration, (4) the relationship between occupations and self, and (5) a means for persons to receive education and training based on career choice(s). The occupational areas for exploration are Agriculture Education, Business Education, Marketing and Distributive Education, Health Occupations Education, Home Economics Education, and Trade and Industrial Education.

Identifying Potential Students

The identification of potential students will provide program planners with data and information needed for short or long term program planning. The types of students determine methods of teaching, staff needs, instructional materials, equipment, facilities, supplies, etc.

The 9th and/or 10th grade students are potential students for the program. However, they should be identified prior to entering the 9th or 10th grade for the purpose of planning to meet their needs and to determine the population to be served.

For short term planning, the total population of 7th and 8th grade students of the school district are the potential students. Identification of these students will provide planning time of one or two years in advance.

The administrators, attendance supervisor, and counselors of the feeder schools, are excellent sources for data and information regarding the number of students and the types of students to be served. However, for a variety of different reasons, the number of students may increase or decrease prior to entering the 9th or 10th grade. This probability indicates a fluctuation related to the socio-economic environment of the community. An increase of businesses, and industries' activities indicate a probable increase of school population, and a decrease reflects the opposite. The two factors indicated are not all inclusive. They serve as possible causes of school population increase or decrease. However, a survey/research study must be made to determine the population and types of students entering the 9th or 10th grade.

Determining Students' Needs/Interests

Professional educators generally agree that the most difficult decision the majority of secondary school age youth have to make is a valid, realistic and meaningful career choice for occupational preparation. Most youth are not aware of the requirements of a specific occupation, nor are they aware of the future employment outlook and the social and psychological factors related to different occupations. For these reasons, there is a need to determine students' needs/interests for the school district.

There are various sources of data or information available to determine need/interest for the program. Program planners can do a research study or survey of the 7th and 8th grade students and their parents, follow-up study of students enrolled in vocational courses at the comprehensive high school and/or vocational center with or without prevocational education, utilize the advisory committee for information, representatives from businesses and industries, civic organizations, and parents at large. These sources identified can be extremely valuable to assist in determining students' needs/interests for the program, that is, assuming the individuals and groups have a valid perception of the meaning and purpose of prevocational education.

Advisory Committee Involvement

The advisory committee should consist of members with a valid perception and knowledge of prevocational education. Because of the uniqueness of prevocational education, in comparison to the vocational programs designed to develop skill and knowledge for career entry, the program purpose is not to provide skills and knowledge for career entry. It is recommended that committee members consist as follows: (1) academic and vocational counselors, (2) vocational teachers representing each vocational service area offered at the comprehensive high school and/or area vocational center, (3) representatives from businesses and industries, and (4) other appropriate community members outside of the education profession.

The advisory committee involvement in program planning and development provide suggestions and information in the following areas: (1) identifying curriculum and instructional needs, (2) current and projected future employment needs, (3) employment supply and demands for each vocational service area, (4) new and emerging occupations, (5) instructional techniques, (6) equipment and facilities needs, (7) health and safety protection for students, (8) public relations and (9) technical assistance.

Identifying Performance Objectives

The intent of this discussion is teacher awareness of the need to develop performance objectives for prevocational education programs. The objectives should be developed during the planning phase of the program.

The term performance objective means the aim of education stated as an actual performance criteria or as observable description of measurable behavior. The objectives also describe how the desired intent of the program will be achieved.

A well-written performance objective should say three things. It should say, what it is that the student(s) will be able to do, under what conditions the students will be able to do the task and to what extent the students will be able to do the task. To put the matter in a single sentence, a well-written performance objective should specify under what conditions and to what extent a certain kind of student performance can be expected to take place.

The performance objectives must contain statements to describe the desired behavior of the student performance. Therefore, the objectives must be clear to the teacher and students as to the expected performance.

Writing performance objectives is not the same as vocational programs designed to develop knowledge and skills for career entry. The primary purpose of the objective for prevocational education students is to identify interests, abilities and aptitudes related to occupations for career decision-making; in other words, self-awareness and how one relates to different occupational clusters.

Program Cost Analysis

Program cost analysis is an orderly way of identifying and ordering the differentiated components, relationships, processes or items that may be an integral part of the total cost of the program. Therefore, an analysis provides a perspective of items or elements of expenditure. A conventional line-item breakdown of major items of expenditures for prevocational education are:

1. Administrative/management cost
2. Instructional salaries
3. Instructional materials, equipment and supplies
4. Operational cost
5. Health and safety program
6. Transportation
7. Maintenance service
8. Physical facilities
9. Curriculum and instructional research
10. Staff development cost

The cost may vary based on the instructional plan used by a particular school district. Therefore, the local educational agency must determine the instructional plan feasible, considering the financial, human or facility restrictions.

IMPLEMENTING CURRICULUM AND INSTRUCTIONAL PROGRAM

The implementation phase involves activities to ensure that major requirements to operate the program are accomplished. To ensure that the implementation phase is completed, the following procedural requirements/tasks must be performed: program budget preparation, identify class size, physical facilities selection, performance-based instructional material, selection, technical equipment and instructional supplies selection, promotional and recruitment program development.

Program Budget Preparation

A budget is a written statement of an estimate or plan describing expenditures and revenues for financing the entire program for a specified period of time. The usual fiscal year begins July 1 and ends June 30.

A detailed budget document prepared for internal planning by administrators/program planners may be too comprehensive for general distribution. Therefore, it may be desirable to prepare a general presentation budget that contains extraction of the projections from the detailed document that reports expenditures by means of two types of budget: the conventional object of expenditure type and the program budget format. The object expenditures budget identifies objects/items of expenditure and the percent of the total budget expenditures for each item. The program budget format identifies the sources of revenue, expenditures unit cost, unit totals and total expenditures. Types of budget reporting should minimize confusion or misinterpretations for lay persons. It is feasible that the school district will maintain both budgets for their prevocational education program.

There is a direct correlation between program cost analysis and budget preparation. The items of expenditure are identified in cost analysis process. And during the budget process, the identified items are used to determine/estimate the amount of funds needed for each item. Sources for budget preparation information are educational facility guides, education professional associations, Office of Vocational Education, and local education agencies with quality prevocational education programs.

The state Office of Vocational Education, the local superintendent's office and other agencies should be contacted to determine the amount of federal, state and local funds available to operate the program.

Identifying Class Size

According to the state board policy, "the maximum daily teaching load for all classes is 150 students. No vocational class shall exceed 30 students in membership except in the approved, self-paced, individualized instructional program."

There are cases when the maximum class size may not be appropriate because the physical facilities will not accommodate 30 students per class. If this situation exists, the local educational agencies should determine class size based on good judgement or practical experiences. Empirically speaking, a maximum of 20 students per class is suggested for a quality program.

Physical Facilities Selection

Various types of physical facilities and equipment are used for prevocational education programs such as classrooms, vocational shops/laboratories and industrial arts laboratories. These facilities are utilized because conditions and circumstances dictate their use as alternatives to provide prevocational education for the students. This section will present concepts for planning, remodeling, and renovating new or existing facilities.

Educational Specifications[1]

The Council of Education Facility Planners states that:

> Educational specifications or program requirements are the means by which the educator describes the educational activities and spaces which need to be incorporated in a proposed new or renovated facility. They are written statements that serve as a vehicle of communication between the educator and architect.

A good educational facility is one that enhances the learning process. It is an effective tool for the learner and the professional staff and aids in the accomplishment of stated educational objectives.

They encourage the asking of hard questions like:

> What are our present objectives?
> How well are we achieving them?
> What should be our goals and objectives?
> What should be accomplished for the learners of our community?
> What activities will need to be carried out if we are to accomplish these objectives?

The Planning Team includes all persons who will work in the new facility, plus the school board and the architect.

[1]This section has been extracted from "Educational Specifications," **Idea and Planning Guide for Educational Facilities and Equipment,** Brodhead-Garrett.

What To Include In Educational Specifications

I. Introduction

- A. How this educational facility fits into the long range plan for educational facilities for the community.
- B. Procedures followed in developing the education specifications.
- C. Procedures to be followed (including endorsement or approval steps) to convert written educational specifications into schematics, preliminary, working and completed facility drawings.
- D. The community to be served.

II. Pupils To Be Served

- A. Grades or ages of pupils to be housed
- B. Number of pupils to be housed
- C. Provision for future expansion

III. Educational Program To Be Housed

- A. Philosophy of education
- B. Goals of the program
- C. Basic Organization Provisions
  1. Pupils
  2. Staff
  3. Time
  4. Materials
  5. Space

IV. General Environment Considerations for the Facility

- A. Visual
- B. Thermal
- C. Acoustic
- D. Aesthetic

V. Instructional Areas

- A. Objectives
- B. Activities to be housed
- C. Persons to be housed
- D. Furniture and equipment to be housed
- E. Special requirements or considerations
  1. Environmental
  2. Climate Control
- F. Space requirements (estimates)
- G. Cooperative or joint efforts with other instructional areas

Performance Based Instructional Materials

The Office of Vocational Education has developed PERFORMANCE BASED INSTRUCTIONAL MODULES for orientation and exploration for the six vocational service areas plus the "World of Work" modules. Each module has an instructional manual and a student learning activity guide which provide information and instruction to complete the activities.

The instructor's manual identifies the duration, goals, instructional objectives, vocational cluster related to the module, activity implementation, activity description, safety rules, preparation prior to class, activities during class session, technical equipment, materials, references and follow-up activities. The student learning activity guide provides an introduction and identifies goals, directions and instructional objectives. These modules are available to all local educational agencies.

The use of the instructional modules requires no formal education and training for experienced vocational teachers to provide instructions. The only requirements are reading comprehension and the ability to execute or guide the students through the process to complete the activities. However, preparation prior to classroom instruction is essential for effective teaching.

The Office of Vocational Education does not have prepared instructional material for OCCUPATIONAL INFORMATION UNITS. The **Encyclopedia of Careers, Dictionary of Occupations,** and The South Carolina Occupational Information System are excellent sources for occupational information. Teachers may make written request to the South Carolina Occupation Information Coordinating Committee or if available in the school and/or district. Teachers may use the computer terminal to receive occupational information. Other sources are: U.S. Government Printing Office, U.S. Department of Defense, U.S. Civil Service Commission, U.S. Department of Education, U.S. Department of Labor, professional and trade associations, business and industrial firms and agencies, professional journals, books, pamphlets, associations and organizations.

Technical Equipment

A specific list of technical equipment for a prevocational education program is not presented because of the difference in needs for a particular geographical location of the state and/or school district. However, it is absolutely necessary to have the technical equipment to provide exploration in the six vocational service areas or an exact representation of the service areas at the area vocational center/comprehensive high school.

Based on the fact that prevocational education programs are career exploratory, heavy duty or industrial type machinery/equipment is not necessary for an exploratory experience for a variety of different occupations. It is suggested that school officials preparing to purchase equipment request the publication entitled "A Guide For Prevocational Education Technical Equipment" from the Vocational Curriculum Development Section.

Instructional Supplies

The instructional supplies are a direct aid to the learning experience of the students. Based on the instructional materials prepared by the Office of Vocational Education, the supplies vary for each vocational service area and for each individual module. Review the supply list for each module to be used for exploration to determine supplies needed for instruction.

Local Technical Equipment Delivery-Return System

The development of a local technical equipment delivery-return system will provide adequate equipment for the exploratory instructional program, decrease expenditures of using the Office of Vocational Education Prevocational Education Kit Delivery-Return System and decrease expenditures of local education agencies for equipment. A local system is an excellent alternative for self-contained instructional programs in non-comprehensive high schools or schools not representing all the vocational service areas offered at the area vocational center/school district.

The high school administrators, prevocational education teachers and the vocational director(s) must have an initiatory meeting to determine the feasibility of the technical equipment delivery-return system. The elements for determining the feasibility of the system are types of equipment, the amount for each instructional module and coordinate equipment loan to eliminate instruction interfere with normal class activities at the area vocational center. The prevocational education teacher must have an equipment list for each exploratory instructional module. If there is an agreement that the system is feasible, the process to establish the system is as follows:

1. The prevocational education teacher establishes specific dates and optional dates for equipment usage.
2. Make equipment request prior to or at the beginning of the school year to the director of vocational education.
3. The vocational director confirms the equipment load request with appropriate vocational teachers.
4. Vocational director approves equipment request and notifies the high school administrator/prevocational education teacher(s).
5. The high school carrier/prevocational education teacher picks up, delivers and returns equipment on the agreed dates.

Self-contained instructional programs located in school districts with multiple area vocational centers appears to be ideal for a local delivery-return system. However, any well equipment area vocational center/comprehensive high school is sufficient for a system.

Promotional and Recruitment Program

The purpose of a promotional and recruitment program is to inform individuals and groups about prevocational education programs. For this reason, program planners must develop a comprehensive promotional and recruitment program.

A quality promotional and recruitment program must communicate that prevocational education is available to all students regardless of race, color, national origin, sex or handicap. The program will aid in increasing program enrollment and decrease probable cause for disproportionate, i.e. all of one sex, race or handicap in a class.

The academic counselors and vocational counselors in cooperation with the prevocational education teachers develop a promotional and recruitment program utilizing mass media, pamphlets, brochures, non-bias/stereo-type film strips or video tapes, visitations to groups of prospective students, information packets, career day/week, etc. to communicate to prospective students, parents, civic organizations, businesses and industries and the community at large of the program.

TEACHING METHODS AND TECHNIQUES FOR PREVOCATIONAL EDUCATION

Teaching involves management by the instructor of the teaching-learning situations, direct interaction between the teacher and the learner, the preactive decision-making process planning, designing and preparing the materials for the teaching-learning condition and postactive redirection (evaluation, redesign and dissemination).

The scenario of teaching, presented is an empirical approach as opposed to a theoretical/philosophical approach. The evidences indicate that the empirical teaching methods are effective to meet the objective of the progress. However, planning and preparation are essential for effective teaching.

The performance curriculum and instructional program and the scenario for teaching prevocational education provide flexibility for student achievement regardless of their abilities levels. This implies that teachers must begin instruction related to the students' abilities levels of the students for effective teaching.

Alternative Technique of Teaching

Teaching prevocational education is unique in character. The curriculum and instructional program is not limited to one subject. As a matter of fact, the program consist of multiple occupational clusters and related subjects.

Teaching and teaching techniques are inseparable to teach prevocational education or any other subject as a matter of fact. The term teaching indicates what the teacher does and the term teaching technique implies a specific way of teaching.

There are many theories and conceptualized techniques of teaching. Many of these theories have no application for teaching prevocational education. Therefore, teachers must select/develop techniques appropriate to produce the desired result.

J. Minor Gwyn's book entitled: **Curriculum Principles and Social Trends,** presents Herbert and Morrison's Five Step Techniques of Teaching. The Morrison Plan involves the correct psychological methods for curriculum organization and teaching techniques. Morrison's Five Step Plan is appropriate for teaching academics and practical arts courses. A modified version of the two techniques are presented as an alternative for teaching prevocational education.

1. PREPARATION SERVES:
   - A. To determine students' abilities and aptitudes
   - B. To determine the curriculum and instructional program
   - C. To develop course outline and course syllabus
   - D. To write/develop performance objectives
   - E. Prepare instructional units for each topic

2. PRESENTATION SERVES:
   - A. To present new material
   - B. To present concepts/ideas
   - C. To present fact and information

3. APPLICATION SERVES: A. To provide practical activities and experiences
B. To complete the learning process

4. EVALUATION SERVES: A. To determine what has been accomplished
B. To determine if the objective has been attained

The preparation step is the KEY FOR EFFECTIVE TEACHING. Therefore, without adequate preparation, the probabilities indicate that the program's objective will not be achieved.

Student performance Assessment

There are two options to evaluate student's performance or achievement utilizing the Student Performance Evaluation Criteria. The student passes performance or the student failed performance. However, the Performance Evaluation Criteria is designed to identify the student's ability level to begin the learning process. If the student does not learn, the instructor did not find the interest and ability level or the instructions are inadequate. If the students are educable, the objectives must be modified or select instructional alternatives to reach their ability level.

The student's performance evaluation criteria model presented is a modified version of a performance criteria model developed by Dr. Ray Johnson, Dr. William Lauroesch and the Occupational Education Center Staff at the University of Massachusetts. The model is not a theoretical truth. The model has been field tested. The results indicate the model to be practical and extremely effective in the education process of students.

The Student Performance Evaluation Criteria is an excellent innovative approach to teach students with diversified interests, abilities and aptitudes. Therefore, it is applicable for the gifted/exceptional, average, disadvantaged and handicapped students. The instructional process is:

Step 1. Assessment of the students' abilities, aptitudes and achievements and provide assistance to determine goals/objectives for each student.

Step 2. Select performance criteria to be met for each student.

Step 3. If appropriate students are tested on performance to determine if the performance criteria are met. If the performance criteria are not met, return to Step 2 and modify or select instructional alternative. If the performance criteria are met, return to Step 2 and select performance objectives until all have been completed.

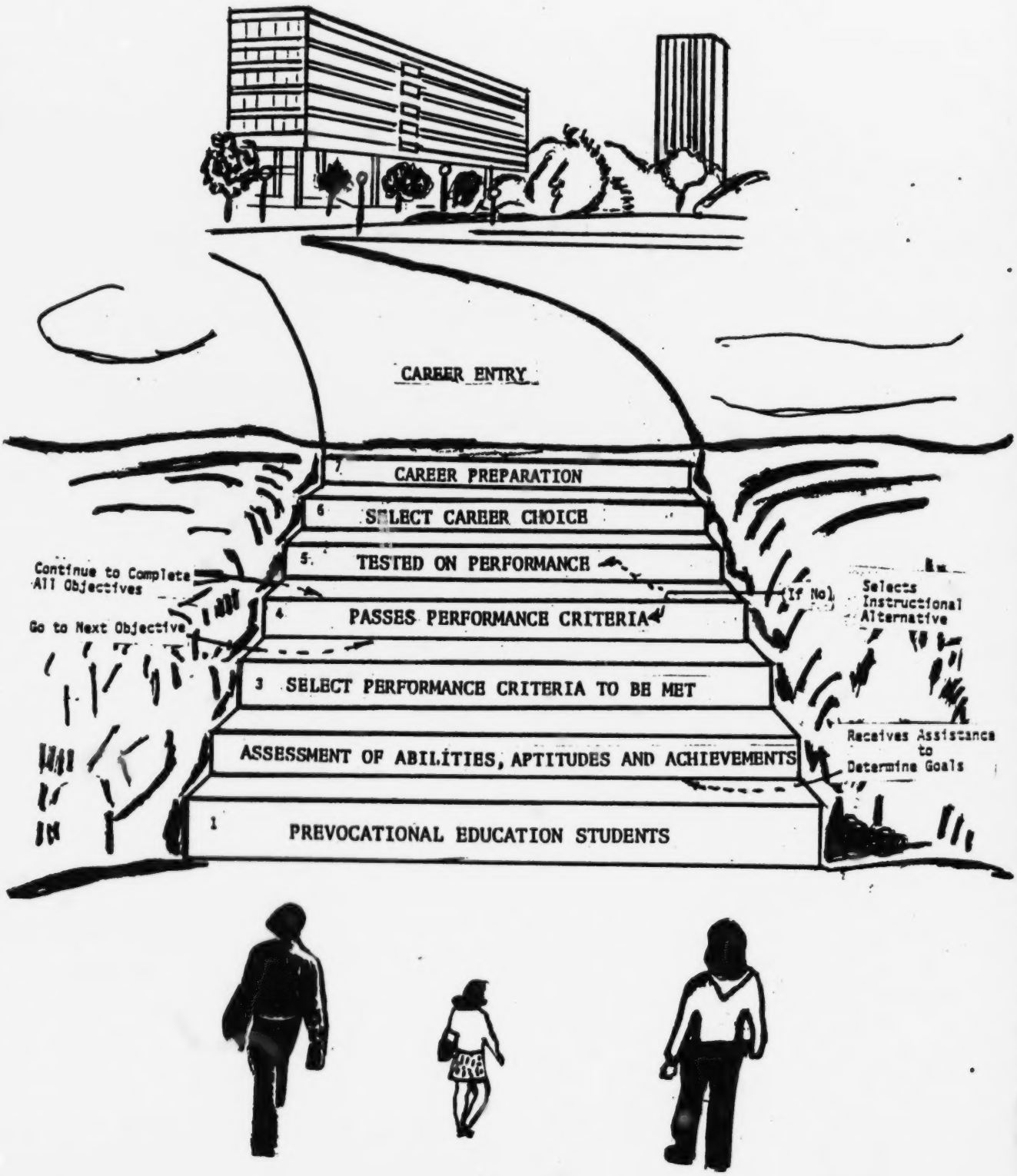
Step 4. If testing student is not appropriate, observation, demonstration, or other evidence is used to determine if students passed the performance criteria, if the performance criteria are not met, return to Step 2 to modify performance criteria or select instructional alternatives. If the students pass the performance criteria, continue the process until all performance criteria are met.

Step 5. After all performance criteria are met, students select a career.

Step 6. Career preparation.

Step 7. Enter career.

STUDENT PERFORMANCE ASSESSMENT MODEL


CAREER ENTRY
7 CAREER PREPARATION
6 SELECT CAREER CHOICE
5 TESTED ON PERFORMANCE
4 PASSES PERFORMANCE CRITERIA
3 SELECT PERFORMANCE CRITERIA TO BE MET
ASSESSMENT OF ABILITIES, APTITUDES AND ACHIEVEMENTS
1 PREVOCATIONAL EDUCATION STUDENTS
Continue to Complete All Objectives
Go to Next Objective
(If No)
Selects Instructional Alternative
Receives Assistance to Determine Goals

Curriculum and Instructional Program Content

The curriculum and instructional program consist of five major units with sub-units. The units of the curriculum and instructional program are:

I. Safety Education Program

- A. School Administration Safety Policies
- B. Physical Facility Safety
- C. Machinery and Machine Guards
- D. Hand Tools and Portable Electrical Tools Safety
- E. Personal Protection Devices
- F. Medical and First Aid Practices

II. The World Of Work

- A. Employment and American Economic Systems
- B. Money Management, Financial and Credit
- C. Personality Development
- D. Choosing a Career
- E. Education and Jobs
- F. Interview and Working Relations

III. Occupational Information in the Six Service Areas

- A. Agriculture Education
- B. Business Education
- C. Marketing and Distributive Education
- D. Health Occupations Education
- E. Home Economics Education
- F. Trade and Industrial Education

IV. Career Exploration in the Six Occupational Service Areas

- A. Agriculture Education
- B. Business Education
- C. Marketing and Distributive Education
- D. Health Occupations Education
- E. Home Economics Education
- F. Trade and Industrial Education

V. Guidance Services

- A. Objectives of the Guidance Service
- B. Personal Inventory
- C. Occupational Information
- D. Vocational Counseling
- E. Career Preparation Placement and Follow-Up

The course outline is not all inclusive. Program planners have the option of modifying the outline content to meet the local education agencies' needs or develop an outline appropriate to meet their needs. However, the outline will serve as a guide for program planning and development.

Rotational Instructional Program

The rotational instructional program is an excellent approach for the area vocational centers/comprehensive high schools representing all the vocational courses offered by the school district.

There are several methods for organizing the program. Nevertheless, the organization presented is a sequential method indicating one phase after another. Each teacher in the rotational instructional program has a specific function to complete the instructional process.

The program planner or each teacher of the program develop/identifies the performance objectives for each occupation for orientation, exploration and guidance for career decision-making. The role and scope of the teachers are:

Step 1. One teacher provides instruction for the World of Work.

Step 2. Each vocational teacher for a particular occupation provides safety, occupational information and exploratory instructions related to their occupation of expertise.

Step 3. Each vocational teacher evaluates each student's performance identifying the student's interest abilities and aptitudes or vice versa for the occupation of orientation and exploration.

Step 4. Each vocational teacher in occupation with the vocational/high school counselor provides assistance for each student to choose an occupation for career preparation.

The local educational agencies must determine the schedule, the length of time for each teacher to provide safety, occupational information and exploration instructions. However, empirically speaking, three, four or five weeks are sufficient for each occupation of exploration. Time spent is not the criteria. Performance is the criteria to judge students' accomplishments/achievements.

There are several advantages and disadvantages for the rotational program:

Advantages

1. A vocational teacher specialist for each occupation of orientation and exploration.

2. Decrease expenditures, facilitate needs, tools and equipment of the shop/laboratory for occupational orientation and exploration.

3. Each occupation of the given vocational center/comprehensive high school can be provided orientation and exploration.

Disadvantages

1. There is a probability of scheduling difficulties between the area vocational center and the high school(s).

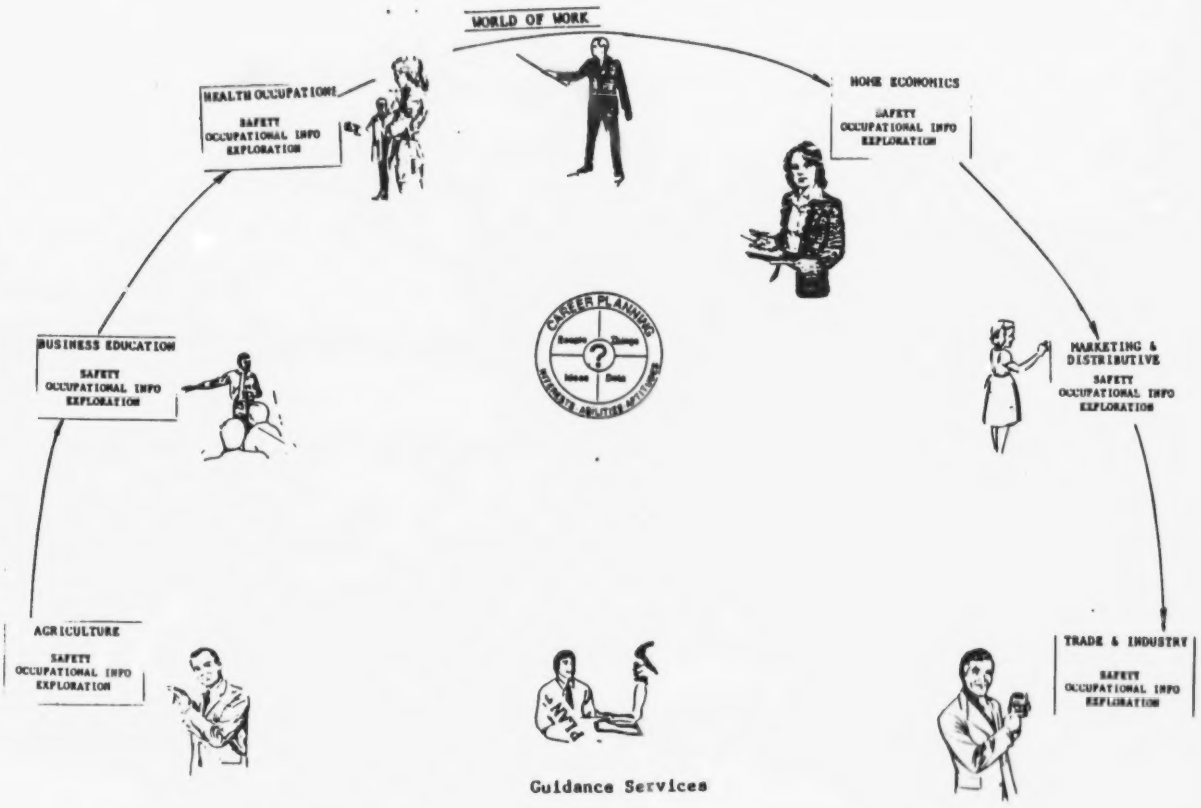
2. The probability of too much emphasis on skill training may result in prevocational education becoming a prerequisite for a particular occupation.

3. The probability of limiting occupational skill training for career entry.

4. Some shops/laboratories and equipment may be too sophisticated and dangerous to provide occupational orientation and exploration.

5. Transportation time to the area vocational centers may cause scheduling difficulties.

ROTATIONAL INSTRUCTIONAL PROGRAM PERSPECTIVE



Self-Contained Program

The self-contained program is appropriate for non-comprehensive high schools or schools not representing all of the vocational courses offered by the area vocational center/comprehensive high school for a particular school district.

The program is designed for one teacher to provide instruction for all the elements/components of the program. This program structure may not be as effective as the rotational program exploratory component. However, the effectiveness of any type of program depends on the teacher's preparation and the ability to apply the proper techniques of teaching for student learning.

The advantages and disadvantages are:

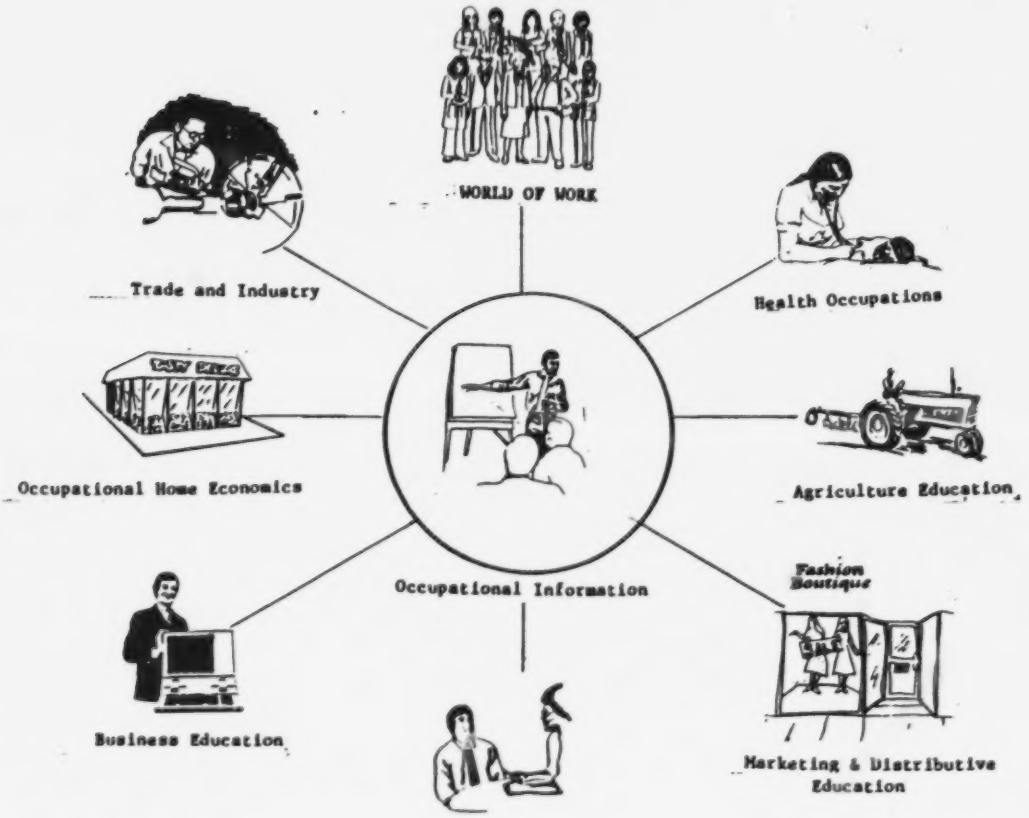
Advantages

1. Minimize the techniques of teaching to one teacher performance.
2. Physical facilities can be designed basically on the objectives of the prevocational education program as opposed to facilities of occupational preparation.
3. Decrease expenditures to transport students to the area vocational center/comprehensive high school.
4. Orientation and exploration provided in one laboratory.

Disadvantages

1. The teacher may not be prepared to teach all in the exploratory area.
2. Emphasis on one exploratory occupational area in the high school facilities and equipment may be disadvantaged.
3. The teachers may emphasize exploration in the vocational service area of their expertise.
4. Lack of articulation/correlation of the orientation and exploration with the vocational program offered by the area vocational center/comprehensive high school.

SELF-CONTAINED INSTRUCTIONAL PROGRAM PERSPECTIVE



One teacher provides instruction for the self-contained instructional program.

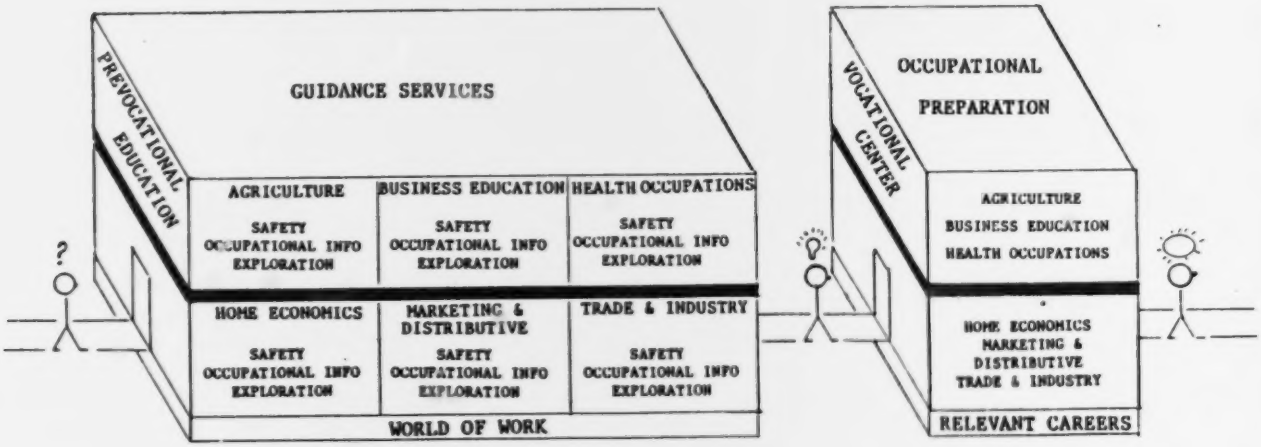
Sequential Method of Instruction

The sequential method of instruction is a plan to attempt to arrange or organize curriculum and instruction elements to provide optimum effectiveness in the learning process. The sequence for teaching prevocational education:

1st -- Safety
2nd -- World of Work
3rd -- Occupational information related to the occupations for exploration
4th -- Occupational exploration/practical experiences in the different occupational clusters
5th -- Guidance and counseling to select a relevant occupation for career preparation

The sequential method of instruction is relevant for the self-contained and the rotational instruction program.

DESCRIPTIVE PREVOCATIONAL EDUCATION PROGRAM MODEL



The Descriptive Prevocational Education Model represents:

1. The self-contained instructional program teacher providing instruction for the total program.
2. The rotational instructional program has at least one teacher providing instruction for the World of Work and one teacher providing instruction in the occupational service area of their expertise/certification.

CORRELATED CURRICULUM AND INSTRUCTION

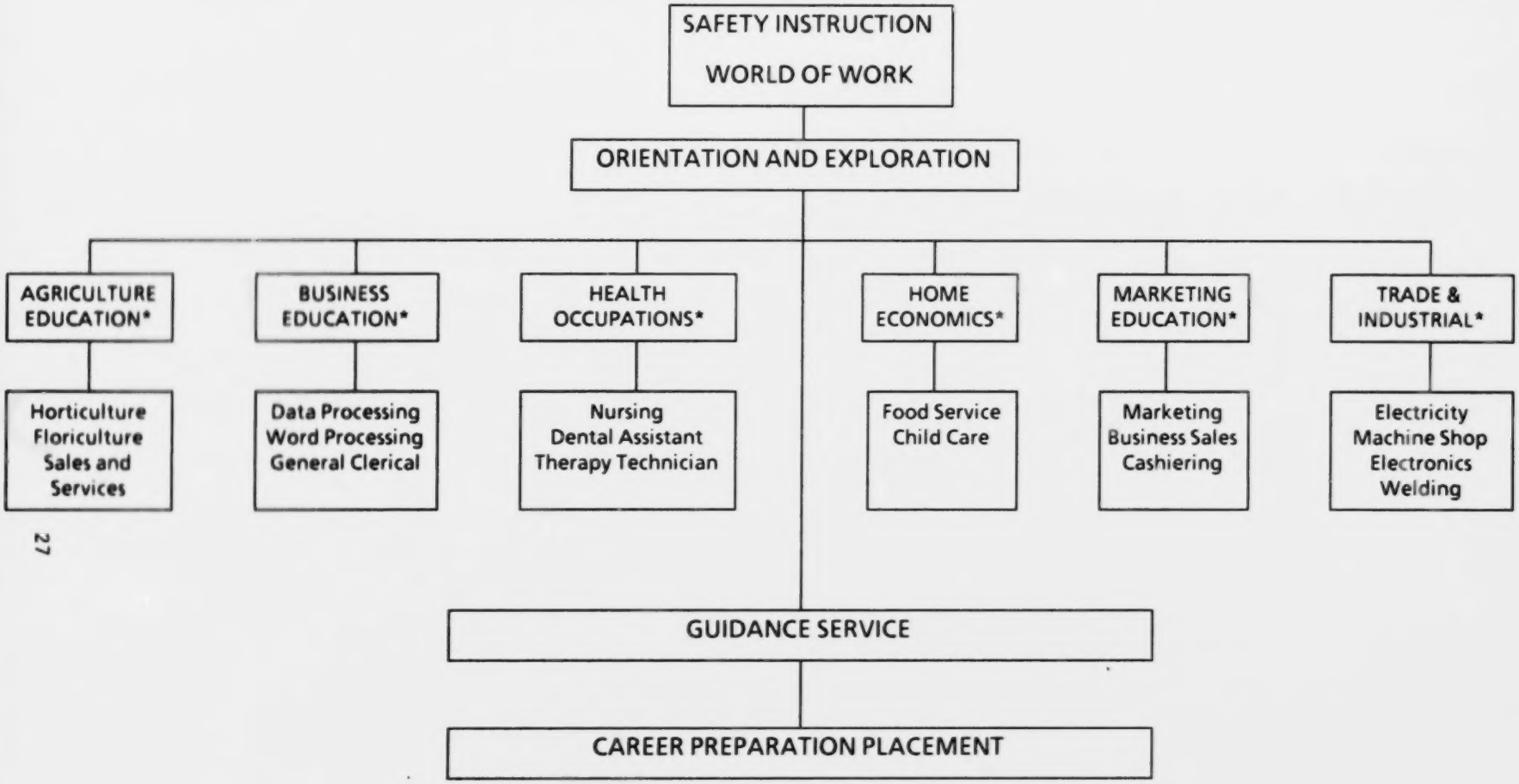
The correlated curriculum and instruction for self-contained prevocational education programs is designed to complement or form a reciprocal relationship between vocational education programs offered at the area vocational center(s)/comprehensive high school(s) of a particular school district. The correlation ensures orientation and exploration in each of the vocational programs.

The primary correlation is between the prevocational education exploratory component and the vocational education programs. The vocational programs are designed to provide knowledge, skills or competencies for employability or career entry. The prevocational education exploratory component provides activities and experiences to acquire valid perceptions of occupations and self awakening for relevant career decision-making.

However, the additional prevocational education components are classified as auxiliary/subsidiary so as to assist or supplement the exploratory component to provide a comprehensive perception of the factors necessary to make realistic career decisions and preparation.

Prevocational education teachers correlating the orientation and exploration component with the vocational programs offered by the school district will eliminate the probabilities of excluding vocational education programs which may be related to some students' interests, abilities and aptitudes. This will provide self-awareness of all the vocational education programs.

CORRELATED CURRICULUM AND INSTRUCTIONAL MODEL



*Probable Vocational Courses Offered by the School District

Performance Curriculum and Instructional Program

The performance curriculum and instruction for prevocational education programs are NOT THE SAME as vocational programs designed to develop knowledge and skills for career entry. The primary role of the curriculum is to develop self-awareness and how the self relates to different occupational clusters. For this, the performance curriculum and objectives are designed to identify interests, abilities and aptitudes for career preparation through a series of instructional activities and experiences.

The students learn best by doing as opposed to conceptualization through rhetoric. There is nothing better to evaluate accomplishments, performance or achievements of students' progress than performance. Individuals may be able to give an intelligent talk about building a house but they cannot build it. Therefore, performance is the true test to indicate accomplishments.

The perception of a performance curriculum and instructional program as an innovation for prevocational education programs must not proceed as a single step from one point to another. In order to have innovation, we must go beyond the traditional/conventional boundaries of the existing programs.

Time spent used as a criteria for achievement does not indicate achievement. A performance criteria indicates true achievement because it is based on performance.

All students are not going to perform at the same level. A differentiation of talents/abilities should be the primary concern to develop a program to meet the needs of each student. Therefore, performance/achievement should be the guiding force for program planners.

Performance objectives are the foundation for a performance curriculum and instructional program. These objectives must be developed during the planning phase for the program.

Prevocational education teachers must utilize individualized instruction, small group instruction and large group instruction for the performance curriculum and instructional program. However, the instructor must determine which method of instruction is appropriate based on the students' needs.

Individualized Instruction

Program planners should incorporate individualized instruction to ensure that the instructional content is relevant to the learning needs of all students regardless of career aspirations or learning abilities. Therefore, individualized instruction is an excellent method for handicapped and disadvantaged students as well as for the average, academic exceptional, or gifted students.

Individualization is a type of instruction in which students engage in activities uniquely appropriate for their learning. This type of instruction promotes independence and provides opportunities for study beyond the regular curriculum and permits maximum use of instructional resources.

Traditionally, teachers have assumed that all students with similar abilities and aptitudes achieve at the same rate. This is truly a fallacy. The achievement rate will vary for each individual student. However, individualized instruction will allow students to learn at a rate suitable to their abilities and aptitudes.

The following statements conceptionalize and give possible results of individualized instruction:

1. Achievement, not time spent in class should be the criteria for educational progress. The only way educators can achieve continuous development of responsibility among their students is to provide individualized instruction.

2. Steps toward effective individualized instruction may include:
   a. Particularized opportunities for mastery of common materials
   b. Allow opportunity for more extensive practice or experience
   c. Allow alternative topics to be practiced or experienced
   d. Differentiate levels of responsibility and control
   e. Provide for more immediate information and accomplishments and difficulties
   f. Increase the efficient use of staff, facilities and time

3. Individualizing the design for a common goal is a matter of pacing, intensity and repetition of common materials. The rate and timing of achievement will vary from student to student.

4. Evaluation should not be time oriented.

5. Individualization will occur as one decides which of several alternatives is appropriate for any one student on the basis of interest and ability. The same level of performance definition is necessary, however, if the alternatives are to have significance.

6. The students and their teacher must decide the means of attack, the depth of investigation, the appropriate extent of study, the elements contributing a reasonable expectation for mastery of materials, and finally, a specific program designed to cover the agreed upon performance.

7. The concept of individual instruction does not necessarily mean the teacher must deal with students one at a time; it means that presentation and choice of materials for the individual student should be appropriate for him at that time. It means that presentation and choice of materials for the individualization is not a tutorial situation, but an appropriate instructional content for each student.

8. The resource lab is an integral part of the instructional program. It is a site for personal, individual study. It is a center for supervised practice and remediation. It equalizes study conditions and reduces mislearning. The resource lab is program oriented. The library is materials oriented.

a. Resource centers should be available to students at their discretion, although formal assignments are possible.

b. The resource lab may be a diagnostic center for initial placement, reassignment and remediation. It may function as an information center for courses; teachers may file assignments and requirements in the center. Students may be used for information in advance assignments for those students who wish to work ahead, thereby providing an impetus for student responsibility. It may function for guidance purposes so that teachers can easily find student's records and progress reports. It may be useful for teachers in other subject areas and courses for immediate information regarding coordination of requirements, cutting overlapping in scheduled assignments. It functions as a center for specialized individual instruction, providing for programmed learning, a view area for audio-visual materials and for specialized individual projects.

c. The potential value of a resource lab is realized only when school programs provide substantial time for individual study.

d. Resource center may be used for independent study time if a teacher is absent. The short term substitute is eliminated.

e. Resource labs require coordination of multiple staff. Teachers must anticipate program needs in advance, and goals must be clearly defined. Teachers must accept responsibility for directing the study of students they are not teaching in their own classrooms. Non-professional staff must be added to assume the burdens of non-professional or administrative trivia.

f. Formal instructional responsibilities should average between 45-50 percent of a teacher's day. Working in the resource lab becomes a planned part of the teacher's work load.

9. The open laboratory is appropriately used in the instructional program when instruction requiring special facilities can be individualized and if specific performance criteria can be defined.

TEACHING THE DISADVANTAGED AND HANDICAPPED STUDENTS

The disadvantaged and handicapped students have individual aspirations, capacities and interests as other students. They also must be given the opportunities to develop their potentials to the fullest. A quality prevocational education program is an excellent program for these students to discover self and how the self relates to different occupational clusters for a career.

Disadvantaged Students

According to Barbara H. Kemp, in her publication entitled "The Youth We Haven't Served," the adverse conditions that many disadvantaged youths have to contend with, particularly those in an urban setting are:

* Overcrowded home conditions which do not permit privacy or personal development.
* A tendency for them to stay within their immediate environment and thus remain unfamiliar with areas beyond their neighborhood boundaries.
* Little experience with successful adult models whom they can look up to.
* A scarcity of such things as books, instructive toys, pencil and paper and the inability of anyone in the home to explain their use.
* Parents who do not have time or the knowledge to teach their children or help them acquire information and good experiences.
* A slum environment which lacks variety and stimulation for a healthy life.
* A lack of successful experiences, which conditions them for failure and demoralizes them to the extent of creating a negative self-image and low estimate of their competencies.
* Not enough youth organizations to meet their needs or to which they can belong.
* A lack of sufficient funds to provide proper dress to meet the existencies of weather or teenage fashion trends.
* An education which does not meet their need for occupational training and frequently seems unrelated to their world.
* Discrimination and segregation, often resulting in feelings of hostility, humiliation, inferiority, self-doubt, self-hatred -- all of which impair self-development.

Living in an environment of disorganization often leads to conditions of filth, dilapidated houses, neglect and violence with few adult behavior models to emulate. These youths must cope with the usual problems of adolescent teenagers.

In the classroom, laboratory or shop, the socio-economically handicapped students will manifest some, if not all, of the following characteristics:

1. Limited communication skills including reading disability, formal vocabulary and poor speech construction and diction.
2. Slowness in performing intellectual tasks.
3. Poor health and health habits.

4. Non-intellectual attitude
5. Irresponsibility
6. Disruptive activities
7. Social maladjustment
8. Limited in expected school behavior
9. Apathy and lack of self-confidence

Prevocational education has the responsibility of assisting disadvantaged students with low achievement, low intelligence test scores, poor attendance records, health problems, high drop-out rates and cultural differences which result in adapting to a learning environment.

The curriculum and instructional program adaptation for effective teaching of the disadvantaged students with inadequate educational development or learning disabilities can be accomplished with the performance curriculum and instructional program and the student performance criteria. The curriculum must be person-oriented with strong emphasis on performance objectives, and with stress on understanding the student's interests, abilities and aptitudes for career decision-making. After orientation and exploration activities and experiences in the classroom/laboratory, an analysis of the student's interest, personal characteristics and abilities, the instructor should be able to assist each student in the career selection process.

Handicapped Students

The PL 94-142 assures that the handicapped individuals/students age 3-21 will receive appropriate public education designed to meet their individual needs. The legislation requires parent involvement and a nondiscriminatory evaluation, due process procedures and to place handicapped students in the least restrictive learning environment.

The PL 94-142 and Title II of the Education Amendment of 1976 (PL 94-482) defined/described the handicapped population to include:

> "Mentally retarded, hard of hearing, deaf, orthopedically impaired, other health impaired, speech impaired, visually handicapped, seriously emotionally disturbed, or children with specific learning disabilities who, by reason thereof require special education and related services." (Ballard, 1978)

There are two criteria for handicapped students to be considered eligible to receive services and an individualized education program (IEPs.) (1) students must have one or more handicaps or disabilities and (2) the disability requires special education and/or related services. There are individuals with disabilities not requiring special education. Therefore, the students are able to succeed in prevocational education programs without any specialized assistance or program modifications.

For students with disabilities requiring written individualized education program (IEPs) to ensure educational development, the IEPs provides a detailed descripion of the education needs and services for each handicapped student.

The school district should have special education personnel to provide special education and services to succeed in vocational education. The staff coordinate the process to develop individualized educational programs (IEPs). The committee meeting in some instances includes vocational teachers to describe the vocational education program to be committed. After the handicapped students have been evaluated and their learning problems and present educational level of functioning are identified, the prevocational education teacher must receive this information about the learning abilities for those students enrolling into the program. This information is used to develop instructional programs suitable to their needs.

The performance curriculum and instructional program incorporated with individualized instruction, remediation through the resource lab and the student performance evaluation criteria is an excellent approach to teach the disadvantaged and the handicapped as well as the gifted or average student. This approach may not be all inclusive. However, educators have not discovered a method of instruction superior to "learning by doing."

To provide details of IEPs for the handicapped students would be a complete publication within itself. Furthermore, the primary focus is teacher awareness that handicapped students have a legal and ethical right to receive an education. Therefore, prevocational education must be available to this special population.

STUDENT ABILITIES IDENTIFICATION AND OCCUPATION REQUIREMENTS

Student Abilities Identifications

One of the objectives of the program is to identify the students' abilities relevant to a particular career choice. For this reason, the students' abilities must be recorded indicating the degree/level or the lack of abilities for relevant guidance and counseling a career choice.

The students' abilities identification scale is an instrument used to identify students' abilities or vice versa. The abilities are identified based on the students' performance of a series of instructional activities and experiences. The teachers criteria to determine abilities are tests, observations, demonstrations, verbalization, motivation, attitudes, values, personal realities, etc. to determine the students' lack or abilities levels.

The manifestation of the students' lack/abilities will be detectable during the classroom/laboratory activities and experiences. Therefore, the teacher should record the lack/abilities at the completion of each unit/activity.

The student abilities identification scale consists of abilities and other factors significant to the career decision process, and a scale indicating the lack/abilities. The abilities factors and scale provide a perspective for career guidance and counseling.

	NONE	YES	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE
Clerical Ability					
Mechanical Ability					
Science Ability					
Mathematical Ability					
Artistic Ability					
Communication Ability					
Working with People					
Academic Motivation					
Work Motivation					
Good Character					
Special Abilities					
Special Interests					
Socially Adjusted					
Self-Confidence					

OCCUPATIONAL CLUSTERS WORK REQUIREMENTS

The identification of students' abilities is of no benefit unless the abilities are correlated with the requirements of different occupational clusters. Therefore, abilities identification and occupational clusters abilities requirements complement each other. Each occupational cluster has specific abilities for successful career preparation.

The abilities related to the different occupational clusters are not inclusive. However, research indicates a correlation between abilities and career preparation. Therefore, the abilities indicated for the occupational clusters should be viewed as an additional resource in the guidance and counseling process to assist students to choose realistic and relevant career choice(s).

Many of the ability factors are related to the different occupational clusters. However, if the ability factors are analyzed, you will see that one or two are unique for a particular occupational cluster.

In varying degrees, occupation requires individual work in relation to data, people, things or ideas/concepts. This does not mean the individual work in relationship with data does not have a relationship between people, things or ideas/concepts. It means that data is involved to the largest percent or the primary focus of the occupation.

The vocational clusters requiring working with data, people, things or ideas are:

Agriculture	things
Business Education	data
Health Occupations	people
Home Economics	people/things/ideas
Marketing and Distributive Education	data
Trade and Industrial Education	things

Many of the ability factors are in the same family but classified into different categories, e.g., science ability is indicated in several occupational clusters. The term science is a general term. Therefore, to specially identify the science classification, the prevocational teachers and counselors must have an adequate knowledge of occupational abilities requirements and adequate judgement as to which class/category of science abilities is appropriate for a particular occupation for career preparation.

The diagram identifies abilities for different occupations as a guide and teacher/counselor awareness that students' abilities must correlate with the occupation for successful career preparation. Therefore, the students' abilities description is not inclusive. Teachers and counselors must view the description as a guide for career counseling.

OCCUPATIONAL CLUSTERS ABILITIES REQUIREMENTS

AGRICULTURE

__1. Mechanical ability
__2. Math ability
__3. Biological science ability
__4. Communication skills
__5. Academic motivation
__6. Human relation

BUSINESS EDUCATION

__1. Clerical ability
__2. Communication skills
__3. Math ability
__4. Academic motivation
__5. Work motivation
__6. Human relation

HEALTH OCCUPATIONS

__1. Working with people
__2. Social self-confidence
__3. Communication skills
__4. Biological science ability
__5. Academic motivation
__6. Work motivation
__7. Human relation

HOME ECONOMICS

__1. Science ability
__2. Math ability
__3. Artistic ability
__4. Work with people
__5. Academic motivation
__6. Work motivation
__7. Communication skills

MARKETING & DISTRIBUTIVE

__1. Working with people
__2. Social self-confidence
__3. Communication skills
__4. Math ability
__5. Academic motivation
__6. Work motivation

TRADE AND INDUSTRY

__1. Mechanical ability
__2. Math ability
__3. Applied science
__4. Communication skills
__5. Academic motivation
__6. Work motivation

GUIDANCE SERVICES AND PROCEDURES

Counselors Involvement

It appears that academic emphasis on curriculum content is credited to the counselors in the high schools of a particular school district. We have placed the blame without recognizing that vocational educators may be at fault through failure of acquainting the counselors with the practical values gained by prevocational education students.

In many instances, parental and the community pressures have been brought to bear on the school administrators and counselors and it is natural that they react to it. The axiom/proposition that "one does best what one knows best" perhaps could be paraphrased to apply to counselors in that they promote best that which they know best. Therefore, counselors with an inadequate perception of prevocational education may not emphasize the significance of the program.

It is important that prevocational education teachers establish a workable relationship to keep the guidance counselors informed and up-to-date on the values of prevocational education. One way is to involve and inform guidance counselors of the students' activities and experiences in the course. Invite the counselors to visit the prevocational education classes to observe students' activities and experiences related to career decision-making.

Prevocational education teachers are interested in students' self-awareness based on knowledge of their abilities, aptitudes, interests and achievements. The counselors will observe that prevocational education contributes greatly to the students' self-awareness. They will also see that the course is organized to deal with individual differences as a part of the career decision-making process.

Guidance counselors should be invited to attend the prevocational education staff, advisory committee and in-service meetings. Also, encourage counselors to participate in the discussion and preparation of course content for slow learners, average students and for those with high academic abilities.

Another way of aiding counselors to understand prevocational education is to make the teacher(s) an active member of the guidance committee. The teacher(s) can assist the committee in preparing literature to be given to students for promotional and recruitment purposes. Therefore, being a member of the guidance committee gives a good opportunity for teachers to discuss the merits of prevocational education.

At the end of the career decision-making process, the counselors in cooperation with the prevocational education teachers assist the students in selecting relevant career choices. The prevocational education teacher makes a profile on each student indicating occupations that the students have interests, abilities and aptitudes, as well as the occupations with the lack of interests, abilities and aptitudes. The profile must become a part of the student's permanent records to be used in the career counseling process by Guidance Personnel.

It is essential that the guidance counselors and prevocational education teacher work cooperatively to assist students in the career decision making. Prevocational education teachers with a quality program can determine if there is a direct correlation between interest, ability and aptitude for a particular occupation. This provides the counselors and teachers with pertinent data for career counseling.

Guidance Services

Guidance services are methods used by prevocational teachers in cooperation with the guidance department to attain the objectives of the guidance and counseling component of the program. These services are:

1. To provide the student with cumulative evidence of his/her abilities, interests and aptitudes.
2. To provide students with factual information about education and occupational opportunities.
3. To provide counseling to resolve or find solutions to career-related problems.
4. To provide the students with information and assistance for occupational preparation (placement and follow-up).

These services are provided by established guidance and counseling procedures and techniques such as personal inventory, occupational information, counseling and occupational preparation (placement and follow-up).

Personal Inventory

Personal inventory is a procedure used to attain information about the student in the following areas:

1. Interests
2. Mental Abilities
3. Verbal and Manual Skills
4. Special Aptitudes
5. Physical and Mental Limitations
6. Personality Patterns
7. Educational History
8. Home and Community Background

Occupational Information

Occupational information is a part of the guidance services as well as the curriculum and instructional program. The prevocational education teacher and counselors must critique each student during the guidance and counseling process to determine student knowledge of the occupation for career preparation. The student should know the following:

1. Nature of the Work
2. Occupational Requirements
3. Special Requirements
4. Methods of Entry
5. Employment Outlook

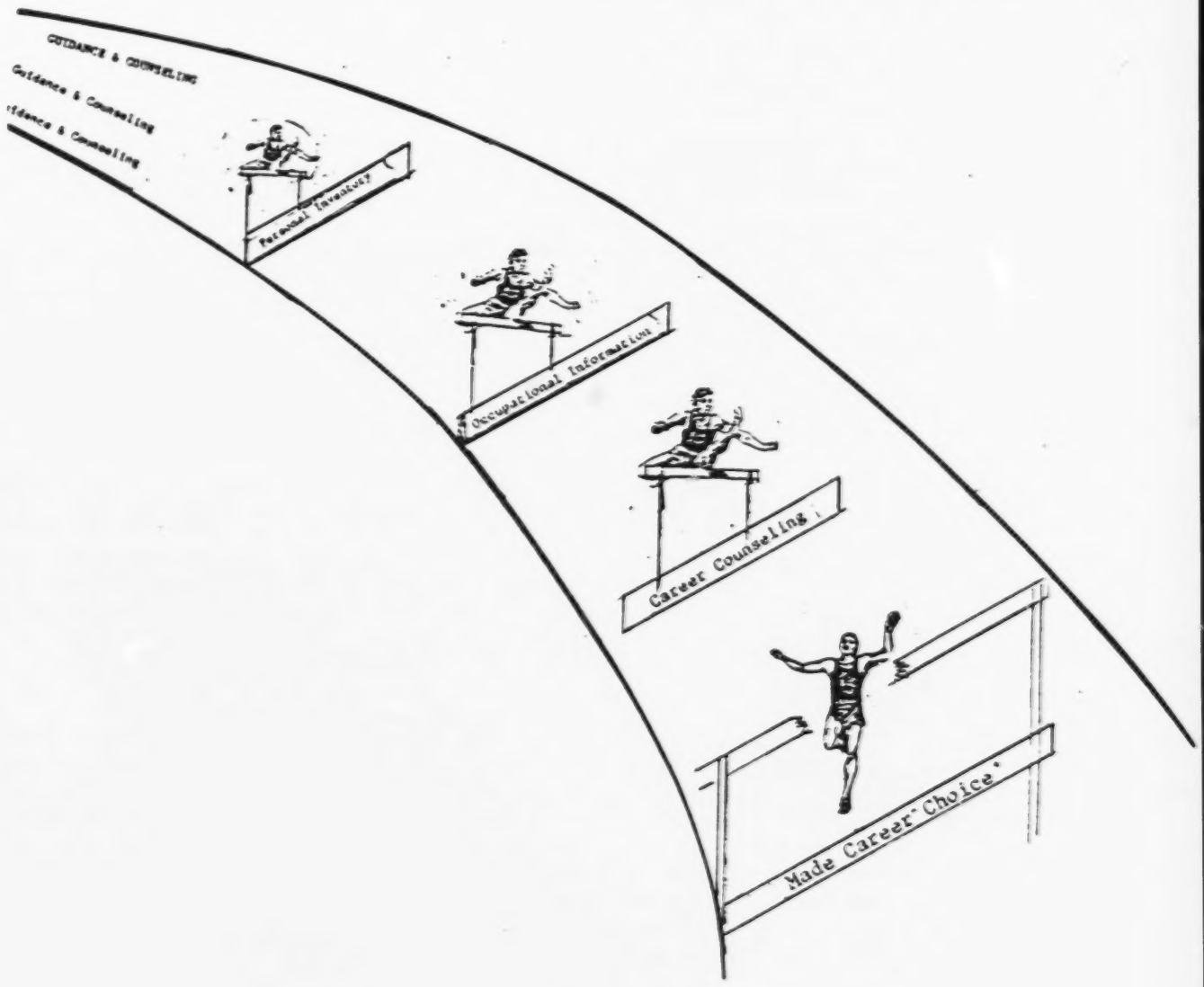
6. Opportunities to Advance
7. Earning
8. Condition of Work
9. Social and Psychological Factors

Vocational Counseling

Vocational counseling is individualized or group assistance to provide the following services:

1. To assist the student in the interpretation of personal data.
2. To assist the student in the identification of problems related to vocational, educational and personal problems.
3. To assist the student in decision-making as related to career choice.
4. To assist the student in the selection of a school appropriate for career preparation.
5. To assist the student, if necessary, in the modification of the career preparation plan.

PERSPECTIVE OF GUIDANCE SERVICES



PROGRAM STANDARDS AND EVALUATION CRITERIA

A program is governed by the philosophy, purpose and objectives. These elements are the basic principles for prevocational education program evaluation in terms of what is to be accomplished and in terms of the extent to which the objectives meet the needs of the students enrolled.

The program standards and evaluation criteria based on the objectives must be acceptable to the local school board, local administration, affiliated accrediting association, State Board of Education and the State Department of Education, providing recognition beyond the confines of the school. Therefore, it is unfair to say that a program is not of quality unless you know the objectives of the program and with an appropriate evaluation to judge the objective not met.

The primary purpose of the program standards and evaluation criteria is to establish an acceptable level or desired performance for a quality program. The evaluation criteria is the instrument used to determine the level or degree to which the desired performance/objective has been accomplished.

The Office of Vocational Education has developed Vocational Education Program Standards and Evaluation Criteria for vocational education programs. These standards are based on federal and state regulations as well as elements essential for quality programs.

The major elements/component of the standards and evaluation criteria are:

1. Administration
2. Curriculum and Instruction
3. Professional Personnel
4. Student Services
5. Services to Special Programs
6. Financial Resources
7. Instructional Materials and Supplies
8. Facilities and Equipment

For specific information regarding the standards and evaluation criteria, contact the Office of Vocational Education.

APPENDICES

APPENDIX A
DEFINITION OF TERMS

Prevocational Education — An orientation program covering a variety of different occupational areas, occupational information, exploration and guidance designed to assist each individual's awareness of his/her abilities, interests and aptitudes to select one or more career choices.

Disadvantaged Persons — The term disadvantaged applies/identify persons who have academic or economic disadvantages and require special assistance to enable them to succeed in vocational education. Academic disadvantaged means persons with the following: 1. lack reading and writing skills and 2. lack of mathematical skills or performing below grade level. Economic disadvantaged mean persons: 1. whose family income is at or below national poverty level, 2. participant/parent(s) or guardian is unemployed, 3. participant/parent(s) or guardian is a recipient of public assistance and 4. participant is institutionalized or under state guardianship.

Handicapped Persons — The term handicapped person means: 1. mentally handicapped — educable, 2. mentally handicapped — trainable, 3. emotionally handicapped, 4. learning disabilities, 5. orthopedically handicapped, and 6. visually handicapped.

Teaching — Broadly defined, management by an instructor of the teaching-learning situations, including (a) direct interaction between the teacher and the learner, (b) the preactive decision-making process of planning, designing and preparing the materials for teaching-learning conditions and (c) postactive redirection (evaluation, redesigning and dissemination).

Teaching Technique — A specific way of presenting instructional materials or conducting instructional activities.

Performance Objectives — The aims or objectives of education stated as actual performance criteria or as observable description of measurable behavior.

APPENDIX B
PROGRAM OBJECTIVES

Accepting the advice of the prevocational education advisory committee, the following list of program objectives was adopted by the Office of Vocational Education. The criteria for selecting the objectives were: (1) each objective must have been designated by both the administrator and teacher groups in the prevocational education study as "should be taught," and (2) each objective must be designated as relevant based on the professional judgement of the Office of Vocational Education staff in relationship to the purpose of the program.

Prevocational education should help students:

1. Learn about career opportunities.
2. Determine interest (likes and dislikes).
3. Identify skills and abilities.
4. Develop skills through hands-on experiences.
5. Make decisions about pursuing vocational training opportunities.
6. Learn how to work with and get along with others.
7. Develop an understanding about common skills, knowledge, processes and procedures that can be transferred from one occupation to another.
8. Develop basic concepts about safety in work.
9. Develop insights into various facets of the world of work.
10. Perform self-evaluations of their interests, abilities and values related to a variety of occupational roles.
11. Develop an understanding of the value and dignity of work.
12. Develop skills for decision-making and planning activities as preparation for career selection and future education related to his/her life's work.
13. Develop self-discipline.
14. Use tools and materials properly and safely.
15. Understand employers' expectations in a variety of occupational areas.
16. Acquire knowledge about job requirements, job opportunities and educational background needed to advance on the job.
17. Develop respect for quality workmanship and for the value of all labor.

APPENDIX C
PREVOCATIONAL EDUCATION
KIT DELIVERY — RETURN SYSTEM

Introduction

The Prevocational Education Kit Delivery-Return System is designed to provide technical equipment to be used with the Prevocational Education Student Learning Activity Guides and Instructor Manuals. First priority prevocational education kit loans will be given to the prevocational education programs outside the Appalachian Region. This is due to the fact that the Appalachian Regional Commission decided to retain the original kits for use within the region. There are currently five sites within the region from which the original kits can be obtained. These kits were developed to make similar materials and equipment available to the remainder of the prevocational education programs in the state.

The prevocational education kits will provide the technical equipment, Instructor's Manual, and Student Learning Activity Guides ONLY. The expendable or other materials WILL BE SUPPLIED BY THE SCHOOL. The Vocational Education Curriculum Development Section has a limited supply of kits available for distribution. For this reason, the prevocational education kits WILL BE LOANED ON A FIRST REQUEST BASIS.

Special districts utilizing these technical equipment kits are responsible for the replacement of all items lost or broken while in their possession. Broken or lost items must be replaced before returning kits to the Vocational Education Curriculum Development Section.

Prevocational Education Kit Delivery-Return System Options

The three options for the Prevocational Education Kit Delivery-Return System are:

1. Upon request, the Vocational Education Curriculum Development Section will ship prevocational education kits C.O.D. and the school will return kits prepaid utilizing commercial trucking.

2. The school officials will be responsible for prevocational education kit delivery and return.

3. Office of Vocational Education personnel will transport kits to requesting school districts in state cars when traveling to the district on official business at the time the kit is needed. This will only apply to those kits which can be transported in regular sedan automobiles. It will then be the responsibility of the local district to see that the kit(s) are returned to the Vocational Curriculum Development Section in Columbia when it is scheduled to be returned. This delivery-return option will require close coordination between the local school districts and the Office of Vocational Education.

   To obtain further information contact:
   Prevocational Consultant
   Vocational Curriculum Development Section
   1237 Gadsden Street
   Columbia, South Carolina 29201

APPENDIX D
PROFESSIONAL STAFF DEVELOPMENT

Prevocational education instructional programs are diverse in nature and provide students with learning experiences in a variety of occupational clusters. The fact exists that most vocational education teachers are prepared to teach in a particular occupational cluster/area of specialization and have limited or no experience or preparation in a variety of occupational clusters. Therefore, additional 'preparation' is needed to be an effective prevocational education teacher.

It is suggested that a staff development program for prevocational education teachers be developed based on the cooperation of the colleges/universities offering vocational education teacher preparation programs and the Office of Vocational Education. The purpose of this program would be to provide adequate teacher preparation and professional growth. The following courses are suggested for inclusion in the program:

1. INTRODUCTION TO PREVOCATIONAL EDUCATION — The introduction includes the history, federal and state regulations, purpose, description, definition and objectives of the subject, different occupational clusters to be incorporated in the course and occupational information related to the occupational clusters in the course.

2. METHODS AND MANAGEMENT FOR TEACHING PREVOCATIONAL EDUCATION -- This subject is designed to provide teachers with different methods of teaching a variety of different occupational clusters, laboratory management and use of instructional modules and teaching aids.

3. OCCUPATIONAL INFORMATION — The objectives of the course are to provide valid, meaningful and useful data with reference to positions, jobs and occupations including duties, requirements for entrance, conditions of work, rewards offered, advancement pattern, existing and predicted supply and demands for work and sources for occupational information.

4. CURRICULUM DEVELOPMENT FOR PREVOCATIONAL EDUCATION — This course provides teachers, principals and supervisors with instruction or redesigned methods for instruction to include the development of specifications indicating what is to be taught and in what sequence or pattern.

5. PRACTICUM FOR PREVOCATIONAL EDUCATION — Provides instruction aimed at closely relating classroom (academic or theory) and practical experiences for students, individually or as a group.

6. VOCATIONAL GUIDANCE — This course is designed to provide methods or techniques to assist individuals in understanding his/her abilities, interests and aptitudes as they relate to occupations of interest to the individual(s). This course also presents facts about jobs and occupational fields, requirements of various occupations, employment and opportunities to make meaningful and realistic career choices.

APPENDIX E

FACTORS INFLUENCING VOCATIONAL CHOICE

1. Service in a vocation meets human need
2. High prestige occupations
3. Long life expectancy
4. Interest in a vocation
5. Service is humanitarian
6. Happiness in an occupation
7. The person matches the vocation
8. The preparation period is long
9. Father of the student worked in the occupation
10. Employment is continuous
11. Hours will be used outdoors
12. The occupation provided contact for the worker
13. The worker can get rich quickly
14. White collar jobs
15. The worker will be honored
16. The occupation requires constant travel
17. The vocation provided expression for the ego
18. The worker does not have to take responsibility
19. The vocation provides a stepping and stone
20. The vocation meets an emotional need
21. The training period is short
22. Appropriate aptitude for the occupation
23. The warmth of the counselor
24. Personal aspiration affects vocational choice
25. Unconscious roots affect choice of vocation

26. Altruism may influence some choices of vocations
27. Working with people
28. Frequency of accidents
29. The job as a source of satisfaction
30. Social class mobility
31. Personal contacts of friends employed
32. Discrimination
33. Increasing or decreasing employment demand
34. Physical requirements
35. Age
36. Sex
37. Height and weight
38. Cost of tools and equipment
39. Legal requirements
40. Unions
41. Regional employment
42. Vibration
43. Moving objects
44. High places
45. Danger of burns
46. Explosives
47. Radiant energy
48. Ignorance of occupations
49. Occupational outlook
50. Retirement benefits